

Childminder report

Inspection date: 17 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive at this lovely home-from-home childminding setting. The childminder has a strong ethos which focuses on children's happiness and well-being. Children form lovely bonds with the caring childminder. For example, they snuggle in beside her during their play and enjoy stories together. These relationships demonstrate that children feel very safe and secure in the setting.

The childminder has developed a meaningful settling-in procedure. Before children start at the setting, the childminder gathers lots of information about the children from parents. She uses this knowledge and understanding to plan activities to help children build on what they already know and can do. This helps children make good progress at the setting. The plans reflect her ambitions for the children and prepare them for their move to nursery and school.

Children demonstrate they are happy at the setting. They excitedly play with the activity the childminder has prepared for them. They smile and laugh together as they scoop seeds and pulses from a tray to fill up their pumpkins. Two-year-olds show kindness and consideration to one another as they share the resources and work together to reach their goal. This good behaviour reflects the high expectations the childminder sets for the children.

What does the early years setting do well and what does it need to do better?

- Children learn about the world in which they live through their daily visits around the local community. They attend local playgroups and visit shops and parks with the childminder. These experiences give children lots of opportunity to learn about the world in which they live and people in the community who may be different to them.
- The childminder encourages children to use mathematical language as they play. For example, children excitedly play with a sensory pumpkin tray. The childminder models size, numbers and counting during the activity and commentates on what the children are doing. The children count their scoops alongside the childminder with confidence. They describe the pumpkins as 'big' and 'massive'. Children are becoming familiar with mathematical concepts and language.
- Children have lots of opportunities to gain new knowledge through the varied and interesting curriculum on offer. However, the childminder does not always support children to follow their interests. For example, two-year-olds have shown an interest in making marks on paper with paint and cars. However, children are not able to extend and secure this learning, as there are minimal mark-making resources available to them. This means that children are not fully supported to build on the new skills they are learning and develop their literacy

skills fully.

- Overall, the childminder does promote children's independence. For example, children are encouraged to tidy up their toys when they have completed an activity. However, the childminder does not consistently support children to be independent during the routines of the day. For example, children are not able to wash their hands fully independently. This means children do not always experience good levels of self-esteem and pride when they regularly accomplish things for themselves.
- The childminder is dedicated to furthering her knowledge and understanding of child development. Since the last inspection, she has enrolled on various training courses, including recent training on speech and language development and mathematics. This knowledge and understanding helps to raise the quality of the service and helps children make good progress during their time at the setting.
- The childminder is passionate about inclusion and supporting children to reach their full potential. The childminder uses her accurate assessments of the children to identify where they require additional support. Parents are involved in this process. This means that children who need extra help are supported very well at this setting.
- Parents are very happy with the service and feel incredibly supported by the childminder. They report that they receive lots of information about what their children are learning. They are very happy with the progress their children are making at the setting. Furthermore, the childminder offers her advice and support to parents, so they can contribute and extend their child's learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children and keeping them safe from harm. She knows what process to follow to report concerns about a child at risk of harm. The childminder keeps herself updated through the local safeguarding children partnership. She carries out regular, robust risk assessments, which keep children safe from harm and potential hazards. The childminder holds a full and relevant paediatric first-aid certificate. She knows what to do should an allegation be made concerning an adult working on the premises. She has secure knowledge of a range of safeguarding issues. Children are supervised well. Hygiene procedures prevent cross contamination.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- encourage and support children to be more independent during routines of the

day

- support children to continuously build on the new skills they are learning by following their interests.

Setting details

Unique reference number	EY425187
Local authority	Leeds
Inspection number	10289126
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	10
Number of children on roll	5
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2011. She lives in the Morley area of Leeds. The childminder holds an appropriate early years qualification at level 3. She occasionally works with an assistant. The childminder operates from Monday to Friday, all year round from 7.30am to 5pm, except for bank holidays and family holidays. She provides funded education for two- and three-year-old children.

Information about this inspection

Inspector

Clare Bligh

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting with the inspector.
- The inspector observed the interactions between the childminder and children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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